

FIELD TRAINING OFFICER COURSE
BLOCK 8
INTERVENTION TECHNIQUES
General Course Outline

TOPIC OUTLINE	INSTRUCTIONAL CLUES
<p>INTRODUCTION</p> <p>Trainees will make and must be allowed to make mistakes</p> <p>The FTO's responsibility to intervene when a trainee's actions/decisions are inappropriate is critical</p> <p>There are different ways to intervene and one may be more appropriate than another depending on the situation</p> <p>A. DISCUSS THE CONCEPT OF 'FAILING FORWARD', INCLUDING:</p> <ol style="list-style-type: none"> 1. Some of the most profound learning occurs when mistakes are made 2. Allows trainees to explore ideas and make mistakes fosters an environment of learning 3. In the context of 'failing forward', trainees discover not only positive solutions, but also what does not work 4. FTOs must recognize the value of trainee mistakes and problems associated with trainees being afraid to make them <p>B. EXPLAIN HOW INTERVENTION TECHNIQUES ARE USED AS LEARNING TOOLS, TO INCLUDE:</p> <ol style="list-style-type: none"> 1. Trainees should be allowed to experience as much as possible within certain/safe limits <ol style="list-style-type: none"> a. Safety should be paramount 2. Trainees learn best by doing and can learn from their mistakes 3. The FTO must know the trainee and the importance of turning a situation back over to the trainee when appropriate (as soon as possible) <p>C. IDENTIFY SITUATIONS WHERE INTERVENTION BY THE FTO WOULD BE APPROPRIATE AND EXPLAIN APPLICABLE INTERVENTION TECHNIQUES FOR EACH SITUATION, TO INCLUDE:</p> <ol style="list-style-type: none"> 1. Officer safety <ol style="list-style-type: none"> a. Searches 	<p><i>Intervention Video Clips or Role Play</i></p>

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<ul style="list-style-type: none"> b. Driver side vs. Passenger side approach 2. Public safety <ul style="list-style-type: none"> a. Separating involved parties b. Hazards 3. Misapplication or violation of law <ul style="list-style-type: none"> a. Attempting an arrest for a misdemeanor not committed in their presence 4. Violation of department rules, regulations, or procedures <ul style="list-style-type: none"> a. Handcuffing b. Pursuit policy 5. Any other safety, procedural, or liability issue (i.e., property damage, escape of prisoner, violation of civil rights, etc.) <p>D. EVALUATE THE APPROPRIATE USE OF INTERVENTION TECHNIQUES, INCLUDING:</p> <ul style="list-style-type: none"> 1. Subtle <ul style="list-style-type: none"> a. Certain signals can reinforce/redirect learning <ul style="list-style-type: none"> 1) Clearing throat 2) Simple questions b. Body Language <ul style="list-style-type: none"> 1) Eye contact 2) Facial expressions 3) Gestures 4) Body posture and orientation 5) Proximity 6) Paralinguistics 7) Humor c. Increases perceived psychological closeness between teacher and student 	<p><i>Identify Non-Verbal Communications</i></p> <p><i>Intervention-Non Verbal</i></p>

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<p>2. Overt</p> <p style="padding-left: 20px;">a. Verbal (Interrupt, shout, etc.)</p> <p style="padding-left: 20px;">b. Physical (tap/grab trainee’s arm, signal/gesture, etc.)</p> <p>E. ASSESS THE POTENTIAL POSITIVE AND NEGATIVE EFFECTS OF FTO INTERVENTION ON THE TRAINEE AND THE WORKING RELATIONSHIP WITH THE FTO</p> <p>1. Potential Positive Effects of Timely FTO Intervention</p> <p style="padding-left: 20px;">a. Gives trainee back his/her confidence and self-respect</p> <p style="padding-left: 20px;">b. Does not relieve the trainee of responsibility</p> <p style="padding-left: 20px;">c. Makes trainee solve the problem</p> <p style="padding-left: 20px;">d. Maintains safety, reduces liability</p> <p>2. Potential Negative Effects of FTO Intervention</p> <p style="padding-left: 20px;">a. Inhibits or stops learning</p> <p style="padding-left: 20px;">b. Compromises or erodes relationship between FTO and trainee</p> <p style="padding-left: 20px;">c. May give citizen’s the impression of incompetence</p> <p>F. CASE STUDY EXERCISE</p> <p>The student groups determined on Day One will discuss and address their trainee’s written case study provided for this block of instruction.</p>	